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ABSTRACT

Focusing on occupational clusters in the areas of public service, natural resources and health this unit entitled "Community Helpers" is one of four kindergarten units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies two career development-centered curriculum (CDCC) elements (e.g., decision-making skill development and utilization), three career development themes (e.g., the student will identify and use information about self and life-roles as part of decision-making), four unit goals (e.g., the student will become aware that his/her interest may be related to tasks performed by workers in the community), and four performance objectives (e.g., after studying about workers in the community, the student will identify his/her favorite task performed by a community worker). Also included in Section I are evaluation procedures for a pre- and post-assessment, two student evaluation sheets, and evaluation tabulation forms, for the unit. Section II describes teaching strategies for seven unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include police workers, firefighters, postal workers, farmers, and health workers. Section III contains four reference sheets (background information), and section IV contains fourteen activity sheets for students' use. (JH)

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ED169251

Suggested for
Kindergarten

COMMUNITY HELPERS

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 078

COMMUNITY HELPERS

Kindergarten

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

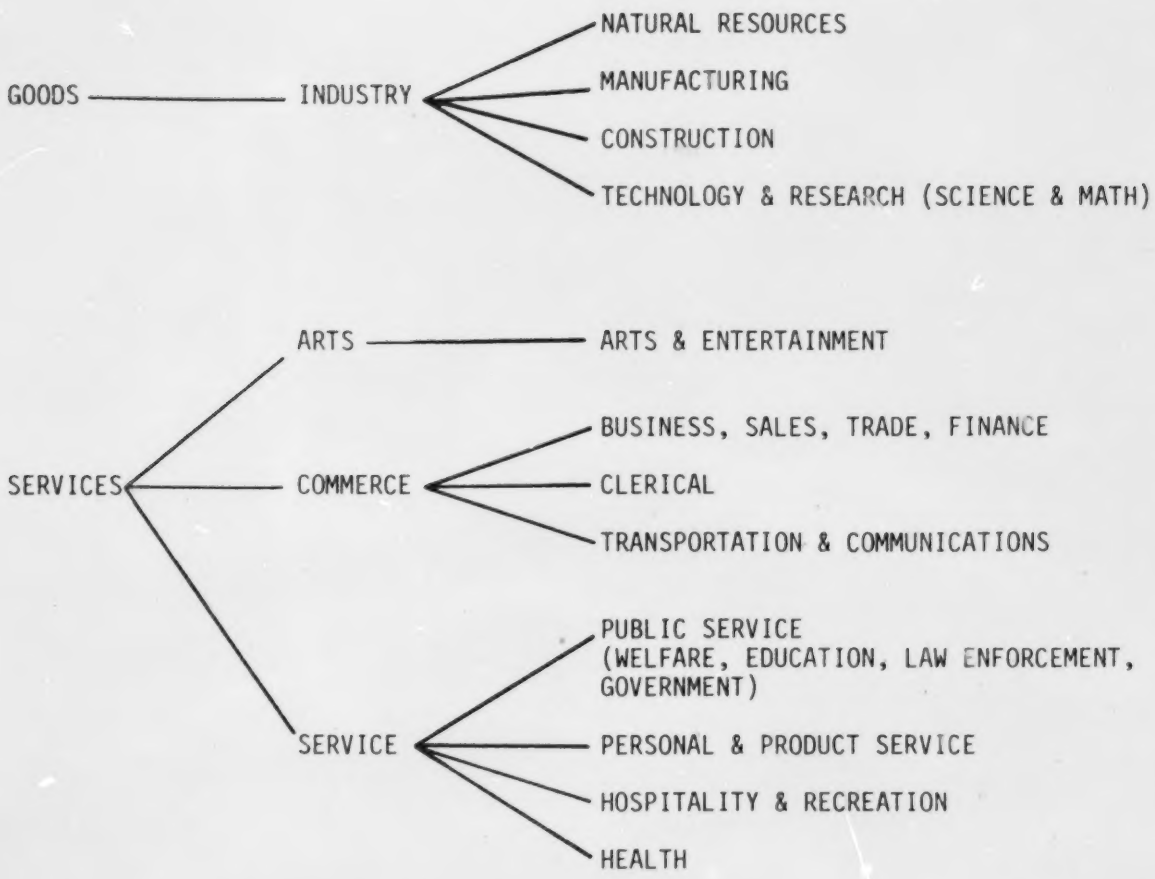
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other persona resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Community Helpers"
Kindergarten

Unit Rationale

This unit is designed to help kindergarten students become aware of workers within their community.

Teacher Information

This unit has been designed to be taught over a period of approximately eight (8) days with a total of twelve to fifteen (12-15) instructional hours. Choose only six (6) of the capsules. Do not attempt to teach all of the activities in them. Choose those activities that will help the students meet the criteria as stated in the unit objectives.

Teacher Preparation

Make the following preparations before beginning the unit:

1. Prepare booklets with six (6) of these headings:

My Community	Farmers
Police Workers	Health Workers
Firefighters	Other Workers
Postal Workers	

2. Make an experience chart, and add each worker as he/she is met.

3. Make an enlarged copy of Reference Sheet #1.

4. Make enough copies of Evaluation Sheets #1 and #2 for the students.

5. Make a copy of Evaluation Tabulation Forms A and B.

6. Make an enlarged map of the community (Reference Sheet #3).

7. Set up appointments with the community workers who will be introduced to the class. Have them visit the classroom, or have the class visit them. Ask the workers to show some tools necessary for their work. Have them tell about their leisure time as well as about their jobs.

8. Take photographs of the community workers to be interviewed or discussed, or display prepared pictures.

Table of Contents
"Community Helpers"
Kindergarten

		Page
Section I	Elements, Themes, Goals, and Performance Objectives . .	1
	Evaluation Sheets	2 - 8
Section II . . .	Instructional Capsules	
	Capsule #1 - Introduction	9
	Capsule #2 - Police Workers	13
	Capsule #3 - Firefighters	17
	Capsule #4 - Postal Workers	19
	Capsule #5 - Farmers	23
	Capsule #6 - Health Workers	29
	Capsule #7 - Other Workers	33
Section III . . .	Reference Sheets	37 - 41
Section IV . . .	Student Activity Sheets	42 - 55

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Community Helpers"
Kindergarten

Element #I - Life Role Understanding (occupational, avocational, family, civic)

Theme 1.2 - The student will understand life-role activity as societal-contributing. (economic, societal-need implications)

Unit Goal - The student will understand that all workers contribute to the community through the work they perform.

Unit P.O. #1 - Given pictures of eight (8) community workers, the student will identify with at least 80% accuracy those people whose work contributes to the community.
(Evaluation Sheet #1)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will become aware of the tools used by the workers of the community.

Unit P.O. #2 - Given a picture of eight (8) sets of tools, the student will be able to identify with at least 80% accuracy those tools used by workers in the community.
(Evaluation Sheet #2)

Unit Goal - The student will become aware of the different tasks performed by workers in the community.

Unit P.O. #3 - The student will verbalize one (1) duty performed by at least five (5) community helpers.
(Evaluation Tabulation Form B, column #3)

Element #II - Decision Making Skill Development and Utilization

Theme 2.2 - The student will identify and use information about self and life-roles as part of decision making.

Unit Goal - The student will become aware that his/her interest may be related to tasks performed by workers in the community.

Unit P.O. #4 - After studying about workers in the community, the student will identify his/her favorite task performed by a community worker.
(Evaluation Tabulation Form B, column #4)

Evaluation Procedure
"Community Helpers"
Kindergarten

Pre-assessment

1. Review the elements, themes, goals, and performance objectives before beginning the unit. Do not discuss any of the aspects of this unit before pre-testing.

2. Make copies of Evaluation Sheets #1 and #2 for the students.

3. Distribute Evaluation Sheet #1. Explain to the students how to use this sheet.

   A. Read the following worker titles. Have the students locate and draw a circle around those workers they feel help the community. Ask them not to circle those workers whom they feel do not help the community. (Note that all the workers on Evaluation Sheet #1 are correct.)

Police Worker	Doctor
Firefighter	Telephone Worker
Postal Worker	Garbage Collector
Mechanic	Farmer

4. Use Evaluation Tabulation Form B, column #1 to record the individual students' scores.

5. Record on Evaluation Tabulation Form A the number of students who completed this activity with at least 80% accuracy.

6. Distribute Evaluation Sheet #2.

7. Name each set of tools pictured. Have the students circle the sets of tools which are used by any workers who help the community. (Note that all of the tools on Evaluation Sheet #2 are correct.) Read the names of the following sets of tools:

   Screwdriver, oil can, wrench
   Stop sign, hat, badge, billy club
   Mailbag, letters
   Telephone, hardhat, telephone pole, screwdriver
   Ax, helmet
   Garbage truck, garbage cans
   Bowl, pan, rolling pin
   Tractor, plow

8. Use Evaluation Tabulation Form B, column #2 to record the individual students' scores.

9. Record on Evaluation Tabulation Form A the number of students who completed this activity with at least 80% accuracy.

10. Conclude the unit by following the post-assessment procedures.

Evaluation Procedure
(Continued)
"Community Helpers"
Kindergarten

Assessment - During Implementation

1. Have the students study each community helper. Use Evaluation Tabulation Form B, Column #3. Place a check (✓) after the students' names if they verbalized a task performed by the worker studied.

2. Use the tally column, and place a check (✓) after the names of the students who identified the tasks of at least five (5) community helpers.

Post-assessment

1. Follow the same procedures as listed in the pre-assessment section #1-7.

2. Have the students draw a picture or tell about their favorite type of work.

   A. Give each student a copy of Activity Sheet #7 (see Capsule #7).

      1) Ask them to think about the workers in the community and the jobs that they do.

      2) Tell them to draw a picture of themselves performing a community helper's job which they might enjoy the most.

   B. Allow them to tell the class about their favorite type of work performed by a community helper.

3. Use Evaluation Tabulation Form B, column #4 to record those students who identified their favorite task.

4. Total the columns indicated on the bottom of Evaluation Tabulation Form B.

5. Transfer these totals to Evaluation Tabulation Form A.

6. File Evaluation Tabulation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "Community Helpers" Teacher _____

Building _____ Grade Kindergarten

Performance Objective	Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O.#1 Identify people whose work contributes to the community	1	8	6			
Post - P.O.#1 Identify people whose work contributes to the community	1	8	6			
Pre - P.O.#2 Identify tools used by community workers	2	8	6			
Post - P.O.#2 Identify tools used by community workers	2	8	6			
Pre - P.O.#3 None						
Post - P.O.#3 Identify duties of community workers	Evaluation Tabulation Form B, colum #3	6	5			
Pre - P.O.#4 None						
Post - P.O.#4 Identify their favorite task	Evaluation Tabulation Form B, colum #4	1	1			

Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "Community Helpers" Teacher _____ Building _____ Grade Kindergarten

1. Record in columns P.O. #1 and #2 the number of correct responses made by the students on Evaluation Sheets #1 and #2. (Record the pre and post results and the individual growth.)
2. Place a check (✓) after the students' names as they identify tasks performed by the workers listed in the P.O. #3 column. Place a check (✓) in the tally column after the names of those students who identified the duties performed by at least five (5) workers.
3. Place a check (✓) in column #4 after the names of those students who identified their favorite task performed by a community worker (see Activity Sheet #7).
4. Total the columns indicated at the bottom of the page.
5. Transfer these totals to the appropriate columns on Evaluation Tabulation Form A.

Evaluation Sheet #	#1			#2											#4
P.O. #	#1	#1	% of	#2	#2	% of	#3								
NAMES	Pre	Post	Growth	Pre	Post	Growth	Police	Fire	Postal	Farmer	Health	Other	Tally		Favorite Task
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
16.															

Evaluation Tabulation Form B
(Continued)

Unit Name "Community Helpers" Teacher _____ Building _____ Grade Kindergarten

Evaluation Sheet #	#1			#2			#3							#4
P.O. #	#1	#1	% of	#2	#2	% of								
NAMES	Pre	Post	Growth	Pre	Post	Growth	Police	Fire	Postal	Farmer	Health	Other	Tally	Favorite Task
17.														
18.														
19.														
20.														
21.														
22.														
23.														
24.														
25.														
26.														
27.														
28.														
29.														
30.														
Total														

EVALUATION SHEET #1

NAME_____

1.

2.

3.

4.

5.

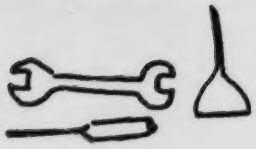
6.

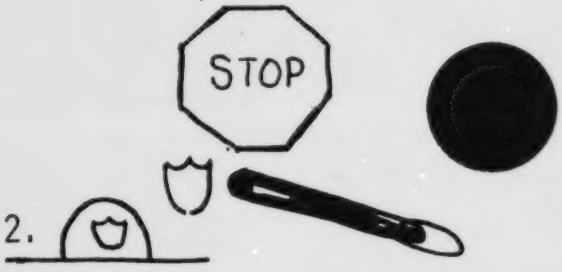
7.

8.

EVALUATION SHEET #2

NAME_____

1. 

2. 

3.

4.

5.

6.

7.

8.

Capsule #1
Introduction

I. Introduce this capsule with the following discussion:

A. Ask what a community is. (Explain that it is all the people who live in or near the same area, such as around a school or town.)

B. Have the students think of all the people who work in this community. List on the board all the workers that they can name. Decide which of these workers help the community (all). Determine how they help, and what would happen if the community did not have them.

II. Show the pictures, films, and filmstrips of community helpers at work. Give the students Activity Sheet #1.

A. Have them study the pictures.

1. Ask what buildings they see in the picture.

2. Have them name some workers in their community; i.e., farmer, firefighter, police worker, homemaker, etc.

3. Have them find some tools used by these workers.

4. Let them tell how each of these workers helps the community.

5. Ask what kind of workers might live in some of the homes.

6. Ask if the students' parents work in this community or if they drive to another community. (Stress that mothers and fathers who work at home help the community.)

B. Have the students find Bob's house on the map. (Write "Bob's house" on the board.)

1. Let them draw a circle around Bob's house.

2. Have them find his school. (Write the word "school" on the board.)

3. Let them draw a circle around his school.

4. Have them use their fingers to trace a line along a road from Bob's house to his school.

5. Have them use a red crayon to trace that path.

6. Ask if Bob passes a church (write the word on the board) on his way to school. Ask them how they know a church when they see one (steeple). Ask if Bob crosses a railroad track on his way to school.

Resources and Materials	Notes
II. Pictures, films, and filmstrips Activity Sheet #1	
B.	
5. Red crayons for each student	

C. Let the students start booklets of "Community Helpers." (Let them make collages of people and places for the cover pages.)

D. Have them add Activity Sheet #1 to their booklets.

III. Choose from these optional related activities.

A. Instruct the students to refer back to Activity Sheet #1 and to do the following:

1. Let them find a circle on the left side of their community maps. Have them put a "W" in that circle. Explain that the "W" tells people who go in that direction that they are going West. Stress that in the evening the sun sets in the West. Have the students think about the direction they face when they watch an evening sunset. Explain that they are facing the same direction that the "W" names on their maps.

2. Let them find a circle on the right side of their maps. Have them place an "E" in that circle. Ask if they know what the "E" means. Ask what direction they go if they move toward the "E" (East). Have them think about the direction they face when they look at a sunrise in the morning. Ask what direction they are facing when they face the rising sun.

3. Have the students look at their maps again. Explain that they have the West on their left and the East on their right. Say that they have an "N" on the top of their maps. Ask what they think the "N" means. Ask them to go outside this evening and turn so that the "W" (the direction the sun goes down) is on their left and the "E" (the direction the sun comes up) is on their right. Ask them what direction they will be facing (North).

4. Have the students look at the bottom of their pages. Ask them to find the letter "S". Ask what they think the "S" means (South). Explain that when they face North, the South is to their backs.

B. Keep a record of the workers studied.

1. Start a bulletin board of "Community Helpers."

a. Let the children bring pictures to form a collage.

b. Let the students make a mural.

2. Collect hats of the workers studied to make a "Hats of Community Helpers" bulletin board.

Resources and Materials	Notes
C. Pictures, glue, scissors, paper	
III.	
A. Activity Sheet #1	
B.	
1.	
a. Students bring in pictures	
2. Hats of workers	

Capsule #2
Police Workers

I. Introduce the police workers by discussing the following:

A. Suggest that the students think about some workers in the community who provide services. Explain that instead of making or selling products they provide services. Have the students name some of these workers; i.e., police worker, firefighter, health worker, etc.

B. Ask which workers provide services that protect others; i.e., police workers, firefighters, health workers, etc.

C. Explain that the students will study a worker who helps lost children, controls traffic, protects others, and teaches safety rules. Ask if they can name this worker (police worker).

II. Acquaint the students with the duties, tools, uniforms, and various workers within the police department. Show films and filmstrips, display pictures, read stories, arrange a field trip to a police station, and invite a role-model to visit the classroom (Reference Sheets #1 and #2).

A. Emphasize the police workers' tools.

1. Ask what tools the different police workers use; i.e., pens, pencils, paper, cars, handcuffs, motorcycles, etc.

2. Discuss how these tools are used.

B. Stress the police workers' uniforms.

1. Ask how police uniforms are different; i.e., different colors and styles, women's different from men's, etc.

2. Discuss why police workers wear uniforms; i.e., so that people will recognize them.

3. Discuss why some police workers don't wear uniforms; i.e., so that they can do secret work.

C. Emphasize the police workers' working conditions.

1. Ask if police workers must work on holidays, weekends, etc. (yes).

2. Discuss why there is a need for police service at all hours on holidays and weekends.

3. Ask if the students think all police work is dangerous.

III. Arrange the classroom into areas designated as the police station and the traffic area so that the children may role-play police workers.

Resources and Materials	Notes
II. Films, filmstrips, pictures, stories, field trip, role-model Reference Sheets #1 and #2	
III. Arrange classroom into a police station	

IV. Let the students trace shapes of traffic signs around the police worker on Activity Sheet #2.

V. Have the students verbalize at least one (1) task performed by a police worker. Record their responses on Evaluation Tabulation Form B, column #3 - Police.

VI. Choose from these optional related activities.

A. Acquaint the students with traffic signs by letting them do Activity Sheet #8.

B. Have the students do the following activities:

1. Let them play a "Detective" game. Have the "detective" leave the room. Have the "lost child" hide. Have the "detective" return. Let the other children give clues to the "detective" until he/she finds the "lost child".

2. Have the children learn the song, "Mr. Policeman, How Do You Do".

C. Make a large fingerprint chart.

1. Have all the students sign their names to the chart.

2. Provide a stamp pad. Let the students put their fingerprints by their names.

D. Let the students make large traffic signs.

Resources and Materials	Notes
IV. Activity Sheet #2	
V. Evaluation Tabulation Form B	
VI.	
A. Activity Sheet #8	
B.	
2. Song: "Mr. Policeman, How Do You Do"	
C. Large sheet of tagboard	
2. Stamp pad	

Capsule #3
Firefighters

I. Introduce firefighters by using SVE photoboards, books, films, or role-models.

   A. Discuss some good procedures for fire safety at home and at school.

   B. Let the students name some of the firefighters' tools; i.e., hose, truck, hydrant, ladder, ax, etc.

   C. Ask how firefighters use these tools.

   D. Ask if a firefighter's work is dangerous.

II. Let the students use Activity Sheet #3 to draw a picture of firefighters putting out a fire.

III. Have each student verbalize at least one (1) task performed by firefighters. Record their responses on Evaluation Tabulation Form B, column #3 - Fire.

IV. Have the students practice fire drills both at home and at school.

V. Choose from these optional related activities.

   A. Give the students practice with the "f" sound by letting them do Activity Sheet #9.

   B. Secure, if possible, a toy fire hat for each child.

   C. Have the students role-play the following activities:

      1. Let them perform the jobs of firefighters.

      2. Let them pantomime poor fire safety activities for the other students to guess; i.e., playing with matches, not putting out a camp fire, putting objects into electrical outlets, etc.

   D. Let the students sing the songs, "Fire Down Below" and "Fire Truck."

   E. Have the students paint a picture of a fire truck.

   F. Let the students construct a fire truck from their building blocks.

Resources and Materials	Notes
I. SVE photoboards, books, films, and role-model	
II. Activity Sheet #3	
III. Evaluation Tabulation Form B	
V.	
A. Activity Sheet #9	
B. Toy fire hats for each student	
D. Songs: "Fire Down Below" and "Fire Truck"	
E. Paints, crayons, and paper	
F. Building blocks	

Capsule #4
Postal Workers

I. Introduce this capsule on postal workers with the following discussion:

A. Ask if the students have ever received anything through the mail.

B. Ask if they have ever mailed anything.

C. Discuss what types of things people send through the mail.

D. Ask how mail is delivered to the students' homes.

E. Ask if their mail carrier walks or drives a car.

F. Ask if they think postal workers are important and why.

G. Ask if they are community helpers.

H. Discuss what tools they use.

I. Ask how the students can help the postal workers.

II. Have the students talk with a role-model, view films, or look at books to learn the following information about postal workers:

A. Have them learn the different kinds of tools used by postal workers.

B. Have them find out what skills the postal workers learned in school.

C. Let them discover how the postal workers use those skills.

D. Have them ask how the postal workers feel about their work.

E. Let them find out what the postal workers do for fun.

III. Use Activity Sheet #4.

A. Let the students add the mail carrier's tools to the picture.

B. Have the students verbalize at least one (1) task performed by a postal worker. Record their responses on Evaluation Tabulation Form B, column #3 - Postal.

IV. Choose from these <u>optional</u> related activities.

A. Let the students make mailboxes out of milk cartons.

Resources and Materials	Notes
D. Field trip to post office E. Songs about postal workers F. Story: I Want To Be a Postman	

Capsule #5
Farmer

I. Discuss the following ideas with the students:

A. Determine how a farmer helps the community.

B. Suggest what would happen if there were no farmers.

C. Let the students name the different types of farms; i.e., truck, dairy, fruit, etc.

II. Show a filmstrip about farms, read a book about farms, or arrange a visit to a farm.

A. Discuss what tools are used on a farm.

B. Ask what animals one might see on a farm.

C. Discuss what farm sounds one might hear.

III. Have the students draw a picture of the farmer and a farm tool or tools on Activity Sheet #5. Let them verbalize to the teacher one (1) task performed by the farmer. Record their responses on Evaluation Tabulation Form B, column #3 - Farmer.

IV. Choose from these optional related activities.

A. Bring in items to represent different types of farms. Show the students pictures of different types of farms, and let them group the items to match the pictures.

1. Use toy animals to represent pigs, sheep, cattle, and poultry farms.

2. Display apples and oranges for fruit and citrus farms.

3. Use wheat (or other grains) for grain farms.

4. Display vegetables for truck gardens.

5. Show different types of nuts for nut farms.

6. Display cloth and cotton balls for cotton farms.

Resources and Materials	Notes
II. Role-model, films, and books	
III. Activity Sheet #4 B. Evaluation Tabulation Form B	
IV. A. Milk cartons	

B. Let the students send simple messages to each other.

   1. Have them draw pictures.

   2. Have them dictate letters to the teacher, to an aide, or to an older student.

C. Let the students use their letters to role-play postal workers.

   1. Have them stamp their letters with smiling faces or other stamps.

   2. Let them deliver the mail to the correct boxes.

D. Have the students take a field trip to the local post office.

E. Let the students sing songs about postal workers.

F. Read the story, I Want To Be a Postman, to the students.

Resources and Materials	Notes
II. Filmstrips, books, and field trip	
III. Activity Sheet #5 Evaluation Tabulation Form B	
IV.	
A.	
1. Toy animals	
2. Apples and oranges	
3. Wheat and other grains	
4. Vegetables	
5. Nuts	
6. Cloth and cotton balls	

B. Let the students experiment with seeds to learn what seeds need for growth. Have them use their skills for making observations, for making inferences, and for drawing conclusions.

1. Plant the seeds in sand, clay, and good loam. Tell the students that some seeds will be placed in the dark, some seeds will get no water, and some seeds will get light and water. Have the students predict what will happen and why. Record their predictions on a large chart (see Reference Sheet #3). Have them identify the changes they observe. Record their responses, or have one student draw pictures of their observations on the chart.

2. Place three (3) lima beans in three (3) beakers lined with damp blotters on three (3) different days. Keep the blotters damp. Mix up the beakers from day to day, and have the children arrange them in sequential growth.

3. Have the students plant some seeds, take care of them, and observe their growth.

4. Give the students practice in sequencing by having them cutout the pictures on Activity Sheet #10 and by having them place those pictures in the correct order.

C. Culminate this activity with a visit to a farm.

1. Ask the children to observe the workers, the animals, the crops, the buildings, the tools, and the feel of the soil. Let them listen to the farm sounds.

2. Have them discuss their observations after they return.

3. Let the children use Activity Sheet #11 to classify the animals.

D. Set up boxes of seeds, small toy garden tools, toy farm animals, and toy zoo animals.

1. Allow the children to discover grouping the items.

2. Let them also divide the sets into larger and smaller sets.

E. Let the students do Activity Sheet #12 to practice identification and to gain skill in drawing conclusions.

F. Let the students bring in different types of fruits and vegetables to taste.

Resources and Materials	Notes
B. Seeds	
1. Sand, clay, and loam Reference Sheet #3	
2. Three (3) lima beans, three (3) beakers, and blotters	
4. Activity Sheet #10	
C. Field trip	
3. Activity Sheet #11	
E. Activity Sheet #12	
F. Students bring fruits and vegetables	

G. Have the students play the following games:

1. Do "The Farmer In the Dell."

2. Use "Mother Hen and The Baby Chicks." Let one (1) child be the Mother Hen and three (3) other children be the chicks. Have the hen go to sleep while the chicks quietly hide. Let the mother wake up and begin calling "cluck, cluck." Have the chicks keep answering "peep, peep" until the mother finds all her chicks by following the direction of their sounds.

3. Play "Hens and Roosters." Divide the group into hens and roosters. Sprinkle dry corn on the floor and say, "Let's pretend to be chickens walking around to find corn to eat." Explain that the hens must say "cluck, cluck" and the roosters must say "cock-a-doodle-doo" each time they pick up a piece of corn. Have the children pick up all the corn. Compare the two piles by putting them in jars or cups of the same size. Determine which team picked up the most corn.

H. Have the students sing farm songs; i.e., "Old McDonald Had a Farm", "On The Farm", "Bingo", and "Oats, Peas, Beans."

I. Read the story, I Want To Be a Farmer, to the students.

Resources and Materials	Notes
3. Corn	
H. Songs: "Old McDonald Had a Farm", "On The Farm", "Bingo", and "Oats, Peas, Beans"	
I. Story: I Want To Be a Farmer	

I. Have the students discuss the following ideas:

A. Ask for the titles of some workers who protect the health of others; i.e., doctors, dentists, nurses, etc.

B. Ask how these workers help the community.

C. Ask if they wear uniforms.

D. Ask what tools they use.

E. Ask if they have special training.

F. Discuss some good health habits for everyone to follow; i.e., a good diet, plenty of rest, exercise, regular checkups, good dental care, etc.

II. Have the students bring pictures of food that make up a proper diet.

III. Let the students role-play health workers in a health center. Have the children take turns being workers and patients.

IV. Let the students complete Activity Sheet #6 which depicts the doctor, the dentist, the nurse, and their tools. Have the students verbalize at least one (1) task performed by a health worker. Record their responses on Evaluation Tabulation Form B, column #3 - Health.

V. Choose from these <u>optional</u> related activities.

A. Make a chart of how students take care of their bodies.

1. Put a picture of a toothbrush on the chart and write beside it, "We brush our teeth."

2. Ask the children to tell other ways that they care for their bodies. Add their responses to the chart.

B. Allow the students to experiment with such tools as a thermometer, a stethescope, a blood pressure gauge, a tongue depressor, and the like.

C. Plan and cook a good breakfast with the students. Include scrambled eggs, toast, juice, and hot chocolate.

D. Allow the students to brush their teeth correctly after they have finished eating and cleaning up. Show them how to use dental floss.

Resources and Materials	Notes
II. Students bring pictures of food	
IV. Activity Sheet #6 Evaluation Tabulation Form B	
V. A. Chart 1. Picture of a toothbrush	
B. Thermometer, stethescope, blood pressure guage, tongue depressor, etc.	
C. Scrambled eggs, toast, juice, and hot chocolate	
D. Toothbrushes for each student, and dental floss	

E. Have the students do simple exercises indoors and more active exercises outdoors. Let them listen to their hearts after they have been running.

F. Discuss the importance of resting.

G. Read the stories, I Want To Be a Doctor, I Want To Be a Nurse, and I Want To Be a Dentist, to the students.

Resources and Materials	Notes
G. Stories: I Want To Be a Doctor, I Want To Be a Nurse, and I Want To Be a Dentist	

Capsule #7
Other Workers

I. Explore a variety of service workers found in the community.

A. Discuss the mechanic and gas station attendant.

B. Include the garbage collector or sanitary engineer.

C. Mention the repairworkers for telephones and appliances.

D. Include the cosmetologist and the barber.

E. Mention the librarian.

II. Show the children pictures or photoboards of the above service workers.

A. Ask how these workers help the community.

B. Discuss why such workers are necessary.

C. Ask what special tools and uniforms these workers use.

D. Ask what services they provide.

E. Ask which service appeals to the students and why.

III. Start an experience chart. Group the services, as the children dictate them, under the appropriate picture or heading. Let the children bring pictures of items associated with these services to place under the proper headings.

IV. Explain that some workers are not paid for the work they perform but that their work helps the community.

A. Ask the students to identify some very important workers who are not paid but are needed; i.e., homemakers, parents, etc.

B. Discuss why these helpers are important; i.e., they teach young people how to be good members of the community, they take care of others, they provide food and shelter for others, they help other people in the community.

V. Divide the classroom into a community as a culminating activity. Let some children role-play workers and others role-play consumers. (See Reference Sheet #4.)

Resources and Materials	Notes
II. Pictures and photoboards	
III. Students bring pictures of items associated with workers	
V. Reference Sheet #4	

VI. Stress the fact that the work people perform helps the community. Have the students draw a picture on Activity Sheet #7 of the community helper whose job they would enjoy the most. Record their responses on Evaluation Tabulation Form B, column #4.

VII. Choose from these optional related activities.

A. Let the students take turns pantomiming various workers. Have the other students guess whom they are imitating.

B. Bring in the parents who work in any of the service fields to demonstrate their jobs and to talk to the students.

C. Read the story, Where Am I, and have the students guess what particular part of the community is being discussed.

D. Distribute Activity Sheet #13 to give the students practice in identification and classification.

E. Distribute Activity Sheet #14 to give the students practice in identifying sounds.

Resources and Materials	Notes
VI. Activity Sheet #7 Evaluation Tabulation Form B	
VII.	
C. Story: Where Am I, June Behrens Childrens Press, Chicago D. Activity Sheet #13	
E. Activity Sheet #14	

Reference Sheet #1
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #2
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

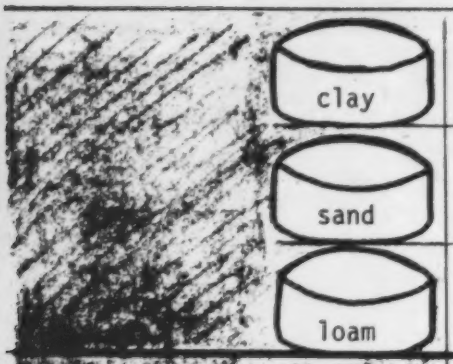
Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

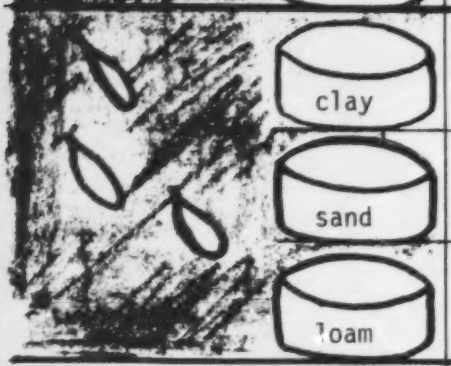
Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

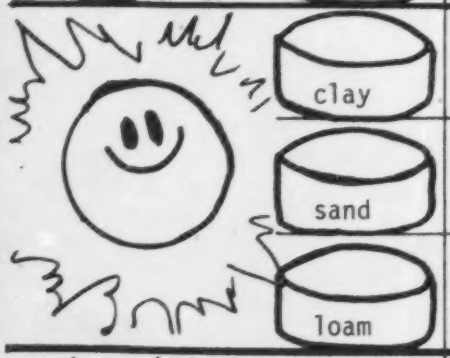
1. Review what the students observed.
2. Review the interviews with the workers.

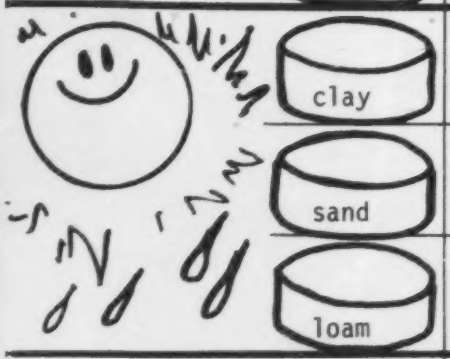
Be sure to send a thank-you letter or to have the students write and send one.

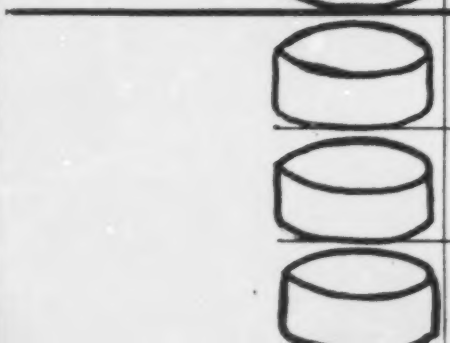
Reference Sheet #3
Observational Record of Experiments











Role Play

I. Arrange the room into the following areas:
   police station,
   fire station,
   post office,
   farm,
   homes, and
   streets with traffic signs.

II. Have a police station with:
   handcuffs,
   telephone, and
   police hat.

III. Build a fire station with the following inside:
   fire hat,
   fire truck,
   ladder, and
   hose.

IV. Have a post office with:
   stamp pad,
   student-made stamps,
   letters and packages, and
   mailbags.

V. Have a farm with:
   tractor (can be built out of blocks),
   barn (made by the children), and
   farm tools.

VI. Include other stores with:
   boxes,
   cash register, and
   magazines.

   A. Have a gas station with:
      gas pump, and
      mechanic's tools (oil can, wrench, etc.).

   B. Have a beauty/barber shop with:
      combs,
      brushes,
      pretend scissors,
      shaving equipment,
      curlers,
      wigs, and
      hair dryer (made from a large ice cream container).

C. Have a department store with:
shoes,
hats,
dress-up clothes,
etc.

VII. Have homes with:
furniture,
dishes,
toys,
etc.

VIII. Have a health center with:
candy pills,
thermometer,
stethescope,
bandaids,
cotton,
bactine,
tongue depressors,
eye chart,
scale,
nurse's hat,
large toothbrush,
pretend dentist's chair and drill, and
x-rays.

IX. Build a small community out of milk cartons and other items on a large table. Set wastebaskets around for the garbage collectors to pick up.

NAME
ACTIVITY SHEET #1
42
N
BOB'S HOUSE
GROCERIES
FIRE STATION
POST OFFICE
SCHOOL
S
63
64

ACTIVITY SHEET #2 NAME_____

DRAW TRAFFIC SIGNS AROUND THE POLICEWORKER.

ACTIVITY SHEET #3

NAME_____

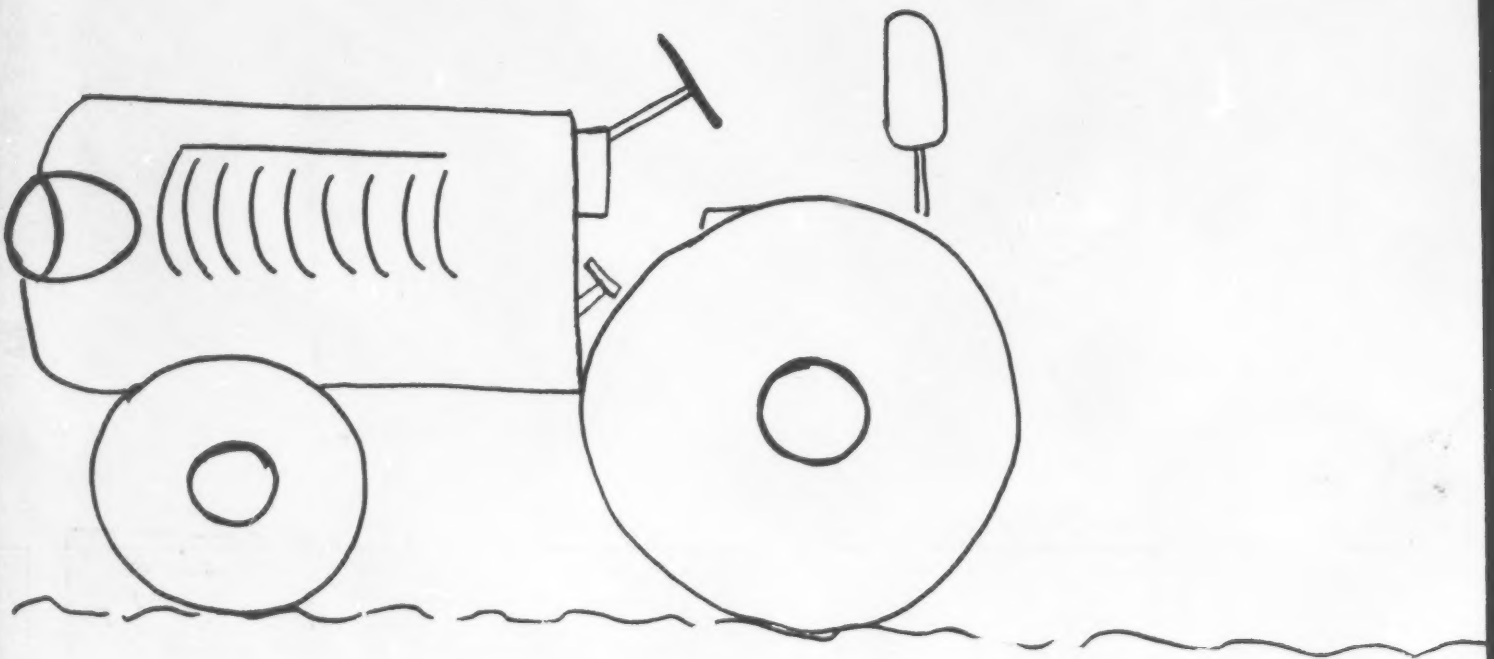
DRAW SOME FIREFIGHTERS TO PUT OUT THIS FIRE!

ACTIVITY SHEET #4 NAME_____

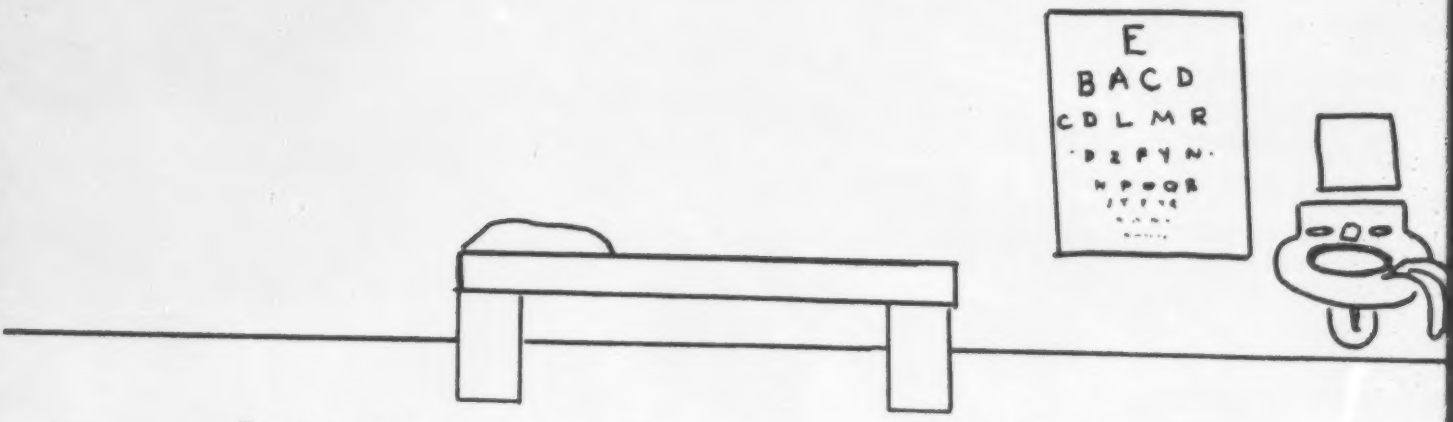
DRAW THE MISSING TOOLS FOR THIS MAIL CARRIER.

ACTIVITY SHEET #5 NAME_____

DRAW A FARMER DRIVING THIS TRACTOR. DRAW SOME OTHER TOOLS HE MIGHT USE.

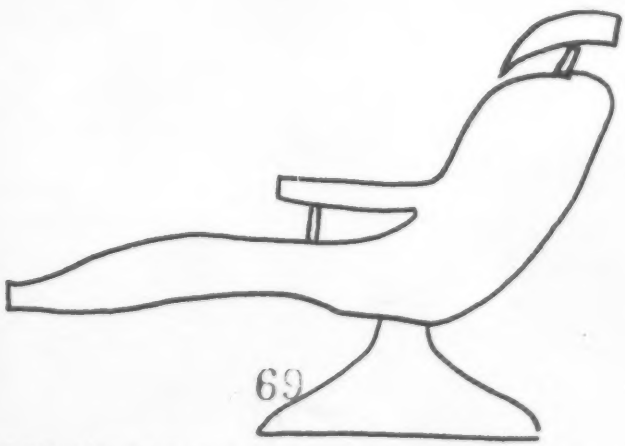


ACTIVITY SHEET #6 NAME_____



DRAW A PICTURE OF THE DOCTOR AND HIS OR HER PATIENT.

FINISH THE PICTURE OF THE NURSE.



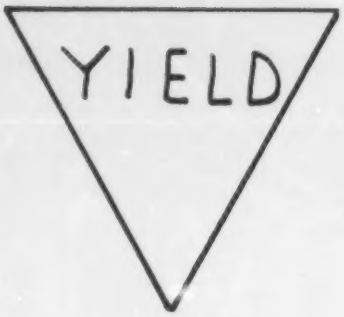
DRAW A PICTURE OF YOURSELF IN THE DENTAL CHAIR.

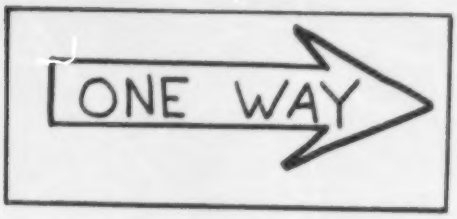
ACTIVITY SHEET #7 NAME_____

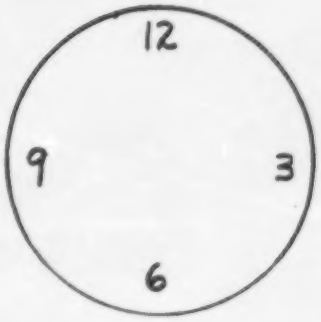
I WOULD LIKE TO HELP THE COMMUNITY BY DOING THIS WORK.

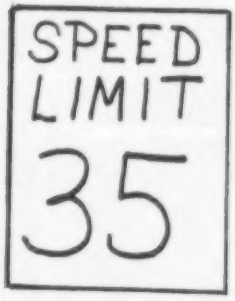
ACTIVITY SHEET #8 NAME_____

CIRCLE THE TRAFFIC SIGNS.





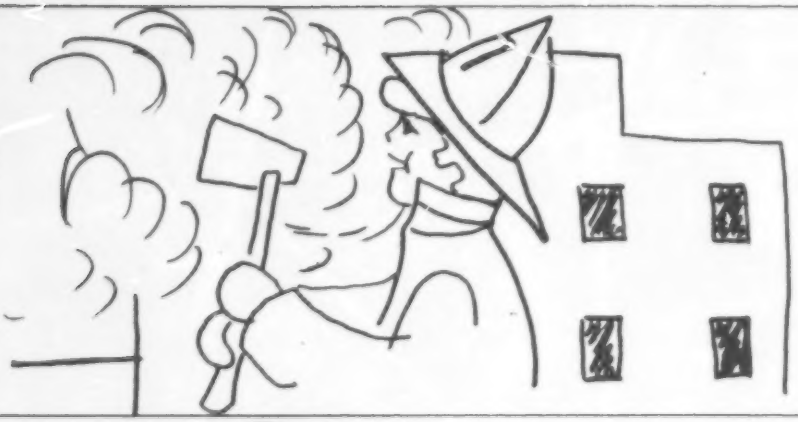




COLOR THE SIGNS THE PROPER COLORS.

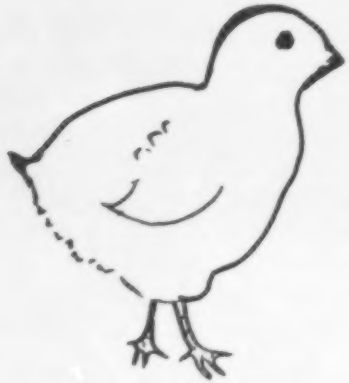
ACTIVITY SHEET #9 NAME_____

FIND THE COMMUNITY WORKERS WHOSE NAMES START WITH AN F SOUND. CIRCLE OR OUTLINE THE F.



ACTIVITY SHEET #10 NAME_____

NUMBER IN THE CORRECT SEQUENCE FROM YOUNGEST TO OLDEST.



ACTIVITY SHEET #11 NAME_____

DRAW A CIRCLE AROUND THE ANIMALS WE MAY HEAR ON A FARM.

COW

LION

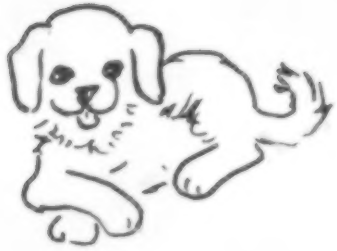
LAMB

MONKEY

PIG

GIRAFFE

TIGER

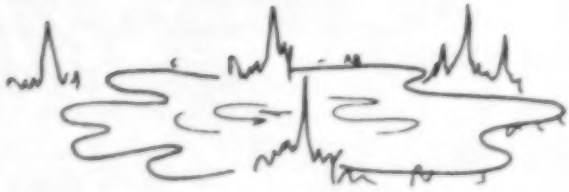


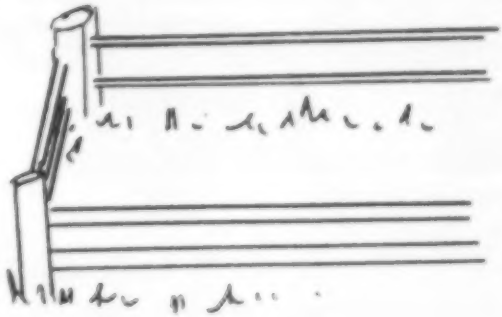
DOG

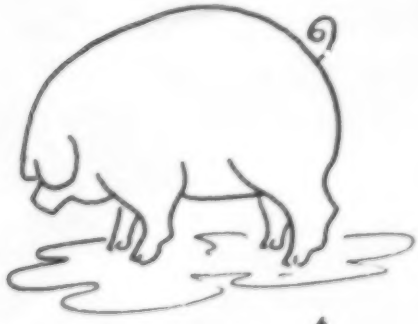
CHICKEN

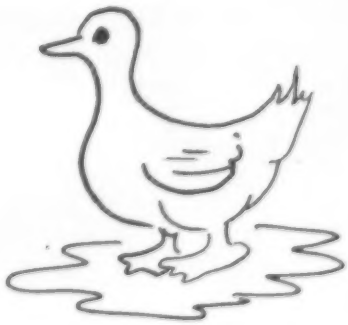
ACTIVITY SHEET #12 NAME_____

DRAW A LINE TO OBJECTS THAT BELONG TOGETHER.





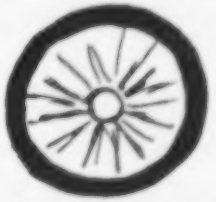


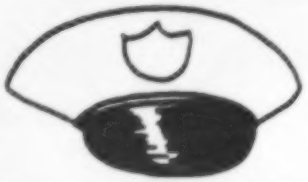


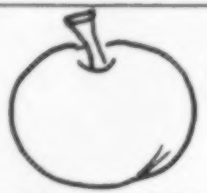
77

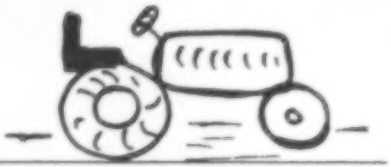
ACTIVITY SHEET #13 NAME_____

FIND ONE OBJECT IN EACH ROW THAT IS DIFFERENT. PLACE AN X ON THAT OBJECT.



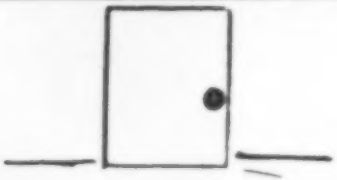


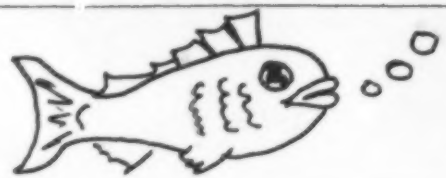




ACTIVITY SHEET #14 NAME_____

LOOK AT THE PICTURES IN THE FIRST COLUMN ON THE LEFT. CROSS OUT THE OBJECTS IN THAT ROW THAT DO NOT START WITH THE SAME SOUND.





55